DOCUMENT RESUME

ED 192 590 FL 011 790

TITLE	Content Area Instruction for Students with Limited English Proficiency.
INSTITUTION	Bilingual Education Service Center, Arlington Heights, Ill. Indochinese Center for Material Development and Training.
SPONS AGENCY	Illinois State Board of Education, Springfield. Bilingual Section.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE	79
NOTE	47p.; Some faint print. Best copy available.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Asian Americans; Cultural Background; Elementary Secondary Education; *English (Second Language); Immigrants; Language Proficiency; Second Language Instruction; *Student Teacher Relationship; Teaching Methods; Testing; Word Lists
IDENTIFIERS	*Limited English Speaking

ABSTRACT

This handbook for teachers of Asian immigrants at the elementary and secondary level presents in a straightforward manner, in outline form, information of use to teachers who must work with limited-English-speaking children from an Asian cultural background. The manners, school behavior, and parent-teacher relationships of Asian students are described. Guidelines for assessing English proficiency are set forth. Methodology and specific strategies for teaching English as a second language (ESL) are outlined. Finally, chapters are devoted to coordination with ESL and content area teachers, and to planning content area lessons. The following are included in appendices: definition and description of English proficiency levels, outline of factors that produce good interview, social humanities framework, outline of cultural topics for discussion, survival word lists, and a short article entitled "Culture and the Student." (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192590

Content Area Instruction for Students with Limited English Proficiency

BEST COPY AVAILABLE

Developed by
Indochinese Center for Material Development & Training

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The activity, which is the subject of this publication, was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare, and by the Illinois State Board of Education-Bilingual Section. The opinions expressed herein do not necessarily reflect the position or policy of either the U.S. Office of Education or the Illinois State Board of Education, and no official endorsement by these office should be inferred.

FL011790

BILINGUAL EDUCATION SERVICE CENTER • 500 S. Dwyer Avenue • Arlington Heights, Illinois 6005

Acknowledgments

In response to the educational needs of Asian students, several agencies collaborated to sponsor the First Annual Asian Forum in April 1977. The efforts of these agencies—the ESEA Title VII Midwest Resource Center for Bilingual Bicultural Education, the Governor's Information Center for Asian Assistance, the Illinois Office of Education-Bilingual Section, and the Midwest Indochinese Resource Center—continued in the cosponsorship of the first and second Asian Clinic/Curriculum Development Workshops, August 22–26, 1977, and February 2–3, 1979.

The Indochinese Center for Material Development and Training pursued the objectives conceived in the workshops and coordinated the production of this teacher's manual.

The Indochinese Center wishes to acknowledge the contribution and dedication of Mary Galvan in developing this teacher's manual. Without her extensive knowledge of content area instruction and ESL methodology, we would not have been able to carry out our task.

Appreciation is extended to Guillermo De Hoogh, Project Director of the Midwest Resource Center and Project Director of the Indochinese Center, for his constant encouragement and support. Also vital to the publication of this manual were the contributions of Dennis Terdy of the Illinois Resource Center, who spent time in reviewing and editing the chapters, and Marcia Seidletz of the Midwest Resource Center, who provided assistance in organizing the writing workshops and editing the final manuscript.

Special thanks must go to the many teachers and Asian resource persons who participated in the forum and the clinics, expressed their concerns, and offered their expertise in helping us to prepare this manual. As a result of their contribution and support, we hope that the information contained in this publication will reach the teachers in American schools and facilitate their efforts to provide meaningful education to Asian students.

Shinae Chun
Project Coordinator
Indochinese Center for
Material Development and Training

November 1979

Preface

As teachers, administrators, and counselors attempt to cope with the diverse needs of their individual students, they experience their own needs for support and information, especially in the area of educating Asian students whose cultural and linguistic differences make it difficult for them to benefit fully from education in American schools. Some educators are able to pool resources within their own school system to begin helping these students, but more often than not, educators must rely on their own initiative.

Keenly aware of the unique support needed by administrators and teachers in the difficult task of educating Asian students, particularly those of limited English proficiency (LEP), the Bilingual Education Service Center hosted the First Annual Asian Forum in April 1977 in collaboration with the Governor's Information Center for Asian Assistance and the Illinois Office of Education-Bilingual Section. As an outgrowth of the Asian Forum, curriculum workshops were held to begin the development of a teacher's manual that would aid educators in understanding and meeting the needs of Asian students. The workshops conducted by Mary Galvan, who is a specialist in programs for linguistically and culturally different students in the field of bilingual-multicultural education, led to the preparation of the content of this manual.

Content Area Instruction for Students with Limited English Proficiency provides practical information that can immediately serve users in helping LEP students continue their cognitive development in the content areas as they learn skills in English and adjust to a different culture. This manual focuses on the following topics:

- cultural implications
- cultural information
- student assessment
- ESL techniques and methodology
- specific strategies in teaching content area subjects through ESL methods
- alternatives to the textbook for LEP students
- coordination with ESL and content area teachers
- planning content area lessons

The appendix to this manual contains detailed articles on:

- Factors That Produce a Good Interview
- Social Humanities Framework
- Cultural Topics for Discussion
- Culture and the Student
- Elementary Survival List
- Junior and Senior High School Survival Vocabulary
- Definition and Description of English Proficiency Levels

Contents

Cultural Implications *(Mary Galvan, Austin, Texas)* 1
Cultural Information *(Mary Galvan and Asian Workshop Participants)* 4
Student Assessment *(Dennis Terdy, Illinois Resource Center)* 9
ESL Technique and Methodology *(Dennis Terdy)* 11
Specific Strategies in Teaching Content Through ESL Methods *(Mary Galvan)* 13
Alternatives to the Textbook for Limited English Speakers *(Mary Galvan)* 16
Coordination with ESL and Content Area Teachers *(Mary Galvan)* 17
Planning Content Area Lessons *(Mary Galvan)* 18

Appendices
Definition and Description of English Proficiency Levels 21
Factors Which Produce a Good Interview 24
Social Humanities Framework 27
Cultural Topics for Discussion 29
Culture and the Student 32
Elementary Survival Lists 38
Junior and Senior High School Survival Vocabulary 40

Cultural Implications

Cultural interferences

Cultural differences often cause interference, interruption, and misunderstanding in American classrooms in which a minority of Asian students are enrolled. Because cultural behaviors are usually taken for granted by all humans, cultural differences may not be noticed until trouble erupts. In many instances, the shy Asian child, accustomed to doing the teacher's bidding without challenge, is most likely to be damaged when he or she is expected to follow rules and procedures very different from Asian customs. Teachers should make an effort to understand all children's cultural norms and to provide for cultural differences in the classroom. The process of understanding involves four steps:

1. Understand the nature of culture and its implication for the classroom.
2. Gain all the facts possible about the culture of Asian children (as well as of children from other ethnic groups represented in the classroom).
3. Learn to be a good observer of cultural patterns.
4. Provide for cultural differences in planning and conducting instruction.

Culture can be defined as ***all those things people learn in order to manage their environment.***

Unlearning cultural behaviors

Some terms in this definition need explanation. *All those things* implies that culture is made up of many aspects of human life. It is impossible to understand a culture if the study is limited to observation only of, say holidays, foods, dress, etc. Culture involves an entire system of behavior. *People learn* suggests that culture is learned behavior; it is not inherited. Culture is learned so early in a human's life and so thoroughly that many feel it must be inherited. This phrase also suggests that if an individual can learn one set of cultural behaviors, he or she can surely learn a second set; learning the second set is never as easy as learning the first, but it can be done. *To manage their environment* means that the cultural behaviors any individual learns have a purpose. Humans learn aspects of their culture when they see a need for it.

Patterns of culture tend to fall into disuse once there is no need for them. Though it cannot be said that humans can "unlearn" cultural features, it is certainly true that they can learn new patterns whenever the need for new patterns occurs.

Cultural features tend to fall into two major categories: memory culture and microbehavioral culture.*

Memory culture

Memory culture is made up of those features which are institutionalized by a group and by which a group remembers itself. Aspects of memory culture are

- history
- language
- literature, music, dance, architecture, etc., the artistic dimension of culture
- social institutions: family, community, etc.
- laws, involving the group's sense of order
- religion, involving the group's value system
- folklore, presented or preserved in some orderly fashion.

Teachers, seeking to identify and utilize cultural features in instruction, usually look to the memory culture for examples. The problem is usually the absence of information about the memory culture of a group or the errors in information. The Asian child, as well as any other, has a right to see his or her memory culture included in the curriculum; without such inclusion the child feels alienated.

Microbehavioral culture

Though facts about the memory culture are easier to come by and present, the microbehavioral culture has the greatest impact upon the classroom. What is suggested in this term is the realization that the little things in human interaction that are a part of the group's culture can lead to cultural interruption or cultural harmony. These are less likely to be noticed until interruption occurs; they are more difficult to deal with and cause more frustration than any other aspect of culture. Among others, examples of microbehavior are

- greetings and leave-takings
- sense of decorum or manners
- sense of authority
- body language
- goals and values
- social pressure
- interactional patterns

Signs of cross-cultural interference

When does a teacher of a multicultural classroom know that cultures are in conflict? Unfortunately even the most skilled teacher is unaware of such conflict until an interruption or a problem occurs. There are, however, signs that conflict might be present, such as:

* This is my term. I think it has important implications for the classroom.

- blank stares, hostility, frustration, tuning out on the part of the students
- puzzling, misleading behavior or strange interpretation of teacher behavior on the part of students.

The term "stereotyping" has gained an unfortunate reputation in recent times. Teachers nationwide announce their intention never to stereotype. Some form of stereotyping on the part of teachers is absolutely necessary to manage a classroom. If stereotyping means making judgments about student behavior based on scanty information and if such judgments are used to equate cultural *differences* with cultural *deficits*, then stereotyping is indeed injurious to the child. On the other hand, if stereotyping means learning all one can from sound information about a child's culture so that the teacher can minimize cultural conflict, then stereotyping is not only valuable but also essential. Further, if the teacher's goal is to prepare the child to participate actively in the child's new homeland, the teacher must understand what is going on in the child's culture in order to lead him or her to new patterns of responses which in turn will get better responses.

Dealing with cultural differences

Teachers may want to employ the following four suggestions in dealing with cultural differences.

- Anticipate cultural differences.
- Learn whatever possible about the culture of a new student.
- Elicit new information about the student's culture and revise former conclusions.
- Keep the class interested in and appreciative of cultural differences. Promote activities that are based on cultural strengths.

Teachers need a record of cultural information about Asian groups, which will help in understanding and coping with differences in the classroom. Participants in a workshop on Asian culture, most of them Asian themselves, have recorded the following information about Asian children which may be helpful.

Cultural Information

Manners

Playground behavior

1. Though Asian children may be exceedingly quiet in the classroom, they tend to be wild, loud, and uninhibited on the playground. The sequence of activity in Asian schools is 45 minutes of intense activity in the classroom followed by a 10-minute recess. This sequence is followed all day long. The recess, then, is a release for tension. Activity on the playground may look violent, but it isn't.

Discomfort in gym class

2. Girls of junior high age and older may resist wearing shorts for the gym class. The reaction to such rules may be considerable embarrassment or feelings of discomfort. Asian children, however, are accustomed to changing clothes for gym; they expect to wear proper clothes and adopt an appropriate stance for each activity.

3. Asian students, particularly girls, find open toilets and common showers embarrassing. Nudity is not appreciated. More clothes, not less, is the value.

4. In Asia it is considered bad manners to use one's feet to close a door or move a box.

5. Asian children spend much time washing their hands before meals and are puzzled when they can't.

Table manners

6. Asians show appreciation for good food by behaving in a way which is bound to be considered bad manners in this country. Among the activities Asians must be cautioned about are the following:

- putting too much food in the mouth at one time
- talking with the mouth full
- eating too fast
- reaching across the table for things

- not cutting food (spearing a whole hamburger)
- slurping
- lifting the plate or bowl to the mouth
- eating around the fork.

7. A Japanese child may use his middle finger to point. He or she may not know that this is an obscene gesture in this country.

8. Fresh milk may result in an upset stomach for students who may not be biologically accustomed to pasteurized milk.

9. Discussions of variations in diet may cause a problem. The teacher may make a negative response to an Asian child's answer to the question, "What did you have for breakfast today?"

10. Asian students are not used to being hugged by teachers. They generally greet their teachers with a bow.

Body language

11. The Asian hand motion meaning "come here" is made with the fingers pointing down; it looks like the goodbye gesture in America.

12. An Asian may not immediately thank a person who gives him or her a gift. Most surely the Asian will return the kindness with a gift to the original giver.

13. *Ah-so* (a type of bowing) is a Japanese custom, not a general Asian custom. Know that there are differences in Asian customs. The teacher should continue to be American but tread gently. Trying to master a foreign pattern often results in a caricature of the behavior.

Classroom behavior

14. Teachers should not sit on desks. Asian children lose respect. The desk is the place where learning goes on, the center of learning.

15. Asians consider it good manners to hand papers out either with the right hand or with both hands. It is considered bad manners to toss, throw, or slide papers to another individual.

16. The fact that Asian children wear the same clothes every day is no indication of wealth. Clothing (trappings) is disvalued. School is not considered a place to parade finery; it is a place for learning. Asians are accustomed to wearing a school uniform or special school clothes.

17. Some Vietnamese students may wear a Buddhist symbol for good luck which is shaped like a swastika. They are unaware of any other meaning for the symbol.

School Behavior

To understand Asian children's behavior at school, teachers should understand first their attitude toward school.

Student-teacher relationship

1. Asian children hold their teachers in high esteem. They are unaccustomed to the more informal, personal relationship between students and teachers in this country. Asian children are not used to hearing students correct teachers or teachers admit mistakes.

2. Asian children see their own bad behavior as losing face for the entire family.

3. Asian children usually wait for teacher instruction rather than proceeding on their own. There is little interpersonal interaction between children and teachers.

Study habits

4. Asian students expect to keep a notebook for each subject and to copy material from dictation into the notebook. They tend to copy everything in very neat notes. (For example, Chinese children cross out a mistake with one straight line; other Asian children use the eraser frequently.)

5. Asian students always take their textbooks home because they are accustomed to having work to do at home.

6. Pencils will be kept sharpened. This is a necessity in Asia because of the complexity of characters in some Asian languages.

7. Individualized instruction takes a good bit of explaining to both students and parents. To Asians, individual activities are regarded as play. There is little variety in posture permitted.

Simplifying instruction

8. When the Asian child does not understand what the teacher has said, do not raise the voice; instead, simplify the language. Do not use pidgin English since it provides a poor model.

9. Be careful of using an interpreter who may be too new to know a word. Parents may feel the use of a tutor is an intrusion on learning time.

10. In some Asian countries much more difficult concepts in the content of science and mathematics are presented at an earlier age vis-á-vis those in the American curricula.

11. In counting on the fingers, the Asian child will present his thumb first, next his forefinger, and then other fingers in order.

12. The metric system is used in most Asian countries.

Linguistic factors

13. Limitations on the use of English must not be equated with slowness. Chinese, Vietnamese, and Laotian syntax (word order) is not too different from that of English. Japanese and Korean syntax is very different from English. Instruction to limited English speakers should be related to the child's language competence. Bear in mind the cognitive and linguistic burden that is being placed on the child.

Indicating good or bad work

14. The educational system in each culture has its own way of signifying that good or bad written work has been done. American teachers, accustomed to using a check (✓) for adequate, correct, or good work and an X for poor or incorrect work, should understand what these signs mean in Asia and their impact upon Asian students. In Laos and Thailand, a check (✓) is an indication of good work; no mark on the paper is an indication that the student needs to see the teacher—his work is deficient or without merit. In Japanese, Chinese, and Korean schools, good work is rewarded with a circle (O) and bad work is indicated by a check (✓). A good answer is marked ○ and a very good answer marked ◎ or concentric circles. Part of the Americanization process is for teachers to explain to Asian students and their parents what checks indicate. Grades and teacher responses are extremely important to Asians. A miscue or misunderstanding in marking could have more serious consequences with Asian children than with Americans.

Competitive spirit

15. Asian children are very score-oriented and competitive. A score of 95 is not considered as good as 100. Ranking in a class is very important in Asian countries. Students may not be satisfied with a grade and will want to know where they rank among their peers.

Parent-Teacher Relationships

Teacher-parent communication

1. Asian parents will likely want to know about their child's rank in the class. In many Asian countries the future is pretty well determined by how well the student does in school. A quick label or lack of understanding on the part of the teacher can cause great apprehension to both parents and children. The teacher will need to explain the American grading system.

2. It is important to explain the reading system to parents, as well as the grading system.

3. It takes a long time for Asian parents to express (prove) themselves. It is hard for them to do. The teacher must specifically seek information from parents. Asian parents do not readily inject themselves into a discussion.

Letters to parents

4. It is good to send a bilingual note or a note in the child's language home to the parent.

5. It is a kindness to send a sample of an excuse note (or other message to the school) to serve as a model.

6. Letters home should be printed very clearly. Letters should be written in simple sentences with clear vocabulary. Synonyms (hot lunch/cafeteria) help. Process messages for limited English-speaking parents.

Negative interrogative sentences

7. Negative interrogative sentences are difficult for limited English speakers to process. ("Don't you want a piece of cake?" "Yes, I don't like it.") There are lots of miscues in questions. Parents could give an answer which means, "Yes, I hear you," without processing information.

Resource materials

To assist teachers in dealing with cross-cultural problems, three brief articles are included. "Factors That Produce a Good Interview" may assist teachers in eliciting information from Asian students. "A Social Humanities Framework" provides suggestions for collecting and presenting information about the memory culture. The third, "Culture and the Student," gives additional information about culture and its implications in the educational process.

Student Assessment

A. General Assessment Information

1. How old is the student?
2. How long has the student been in the U.S. (or an English-speaking environment)?
3. What language is used at home and to what degree? With mother and/or father?
4. How much English is used with peers? (Teacher evaluation)
5. Do parents possess any English skills (listening, speaking, reading, or writing)?
6. Has the child had any English instruction?
7. How essential is English testing for the limited English proficiency student?
8. How much schooling has the student had?
9. What do you consider when testing a child's English language proficiency?

B. Classification of Students' English Proficiency

When assessing students' English proficiency for content area instruction capability, consider the following as *general* guidelines.

1. The four areas of English proficiency are listening, speaking, reading, and writing. Each is a skill area that develops at a different rate.
2. Classification of students to follow guidelines:
   a. ***Severely limited English proficiency***
      —may understand very little oral English
      —little or no speaking ability
      —may possess some silent reading ability in English
      —writing ability extremely restricted

b. ***Limited English proficiency***
   —may understand basic commands and "playground" English. Limited comprehension of instructional concepts
   —speaking ability may be restricted to obtaining necessities and playground survival
   —reading at grade level unlikely
   —writing ability also limited

C. Criteria for English Language Testing

1. Test selection
   a. Is the test based on a global view of language or on one narrow aspect?
   b. Does it test what is necessary to know for the school program (that is, vocabulary, grammatical structures, reading comprehension, writing, oral production, or auditory discrimination)?
   c. Does it reflect the mode of the classroom (oral vs. written)?
   d. Is the test appropriate for many levels (beginning, intermediate, or advanced)?
   e. Is the test appropriate for the age of the student (elementary, secondary, or adult)?
   f. Is the test statistically reliable?
   g. Is the test culturally biased?
   h. Is the test administered to a group or to individuals?
2. Test administration
   a. Are the directions clear?
   b. Is the test realistic in terms of time for administration and cost?
   c. What personnel will have to administer the test?
   d. Will the students understand the format easily?
   e. Is it easy to score and record the results?
   f. Can the results be easily interpreted and useful in placement, prescription, prediction, and achievement?

ESL Technique and Methodology

Of the four skill areas of a language, listening and reading are sometimes considered passive or receptive skills, while speaking and writing are considered active or productive. In teaching and learning, listening ability precedes speaking, and reading precedes writing. The teacher should realize that second-language learning is a developmental process that can be facilitated by proper sequencing and methodology.

ESL Methodology

Focus—content words

1. In the beginning, focus on content words, the most important being those related to the immediate environment including the classroom and school.

2. Say new vocabulary two or three times, then have the student repeat them. Use an object, picture, or action to establish meaning. Say the word in a familiar sentence pattern then have the student say the same sentence.

Intonation and juncture

Intonation (stress on syllables) and *juncture* (pauses in oral language) are additional aspects to consider. Consider the intonation of "You are going to the store?" as opposed to "You are going to the store." Each conveys a different meaning.

Similarly, with different *junctures* in oral speech, communication is changed, i.e., "I scream" vs. "ice cream."

Decoding skills

3. Write the word, then say it while the student listens. Have the student read the word. (This assumes the student has minimal decoding skills in English, i.e., knowledge of phonemes—sounds—related to English graphemes—letters.) Write the word to provide practice for spelling or general reinforcement.

4. Simplify grammatical structures, such as verb tenses. The present tense and present continuous are usually learned before the past and perfect tenses. Similarly, auxiliary verbs and modals (should, could, must) are learned later and can interfere with beginning communication.

Perspective on pronunciation

5. Perfect pronunciation is a subordinate goal; comprehension and communication are the primary goals. Therefore, emphasize correct pronunciation, but don't demand it. Age is definitely a factor to consider in this. The older the student (puberty or later) the more difficult it will be to produce perfect pronunciation.

6. Compound and complex sentences are difficult to understand. Shorten sentences to facilitate comprehension.

7. Model sentences and words at a normal speed with normal intonation.

8. Control questions and allow for short controlled responses. The complexity of acceptable responses should increase with the ability of the student (i.e., accept "Yes" or "No" as appropriate beginning responses and then single word answers, then longer responses with appropriate content vocabulary).

9. *Vocabulary Study*
   a. Use visuals to explain definitions when possible.
   b. Show similar features of already studied vocabulary, i.e., prefixes-suffixes.
   c. Include correct spelling as an appropriate goal.

10. Review and reinforce previous vocabulary and lessons. Hold students accountable for what has been learned in English. Once learned, correction and evaluation of an error is appropriate.

Specific Strategies in Teaching Content Through ESL Methods

A. Identify Main Concept and Essential Supporting Details

Supporting Information:

Decide on the general and specific objectives of a lesson. Select information that is essential, write it down in a series of complete sentences in an outline form, relying upon charts, maps, graphs, and symbols to support these objectives. Identify what you want students to know when they've finished.

B. Identify Essential Vocabulary

Supporting Information:

Determine what words (technical and content) are necessary for talking about the concept (probably most of these words appear in the outline). Identify and pre-explain vocabulary related to visuals, pictures, and graphs in texts. Use words students may already know to explain new content vocabulary. Select only the words that are essential; too many words may confuse and overburden the student.

1. Identify new content vocabulary.
2. Repeat item a minimum of two times.
3. Have student repeat item without seeing word.
4. Repeat again from list with student repeating afterwards.
5. Have intermediate or advanced student briefly use word in appropriate, relevant sentence, if possible.

C. Rewrite Main Idea with Supporting Details in Language (Grammatical and Rhetorical) Consistent with Student Ability

Supporting Information:

This can be accomplished by the following: shorten compound/complex sentences. Change verb tenses to earlier acquired ones (i.e.,

past perfect) may be difficult for beginning students). Using the progressive tense (to be + ing) or present may be easier to understand. Simplify sentence patterns, minimize the use of clauses and rearrange word order which may be confusing. Eliminate adjectives and adverbs which may only serve to intensify or describe but do not greatly affect meaning.

D. Plan Non-verbal Strategies for Understanding the Concept

Supporting Information:

Again, visuals must play an essential part in the lesson. Symbol usage in mathematical addition or subtraction or experiments in science can serve to facilitate understanding of concept and vocabulary.

E. Plan How and When to Teach Language of Concept

Supporting Information:

Knowing objectives of the lesson beforehand obviously facilitates this. Plan time before class or during the first few minutes of class for the introduction of the lesson to the limited English proficiency student. Or, periodically inform the ESL specialist about the weekly objectives and vocabulary essential to the content area course. Pre-teaching will facilitate comprehension during the classroom presentation of the lesson.

F. Provide Content Area Reading Strategies

Supporting Information:

1. Introduce skimming techniques that familiarize the student with the format of the book. This includes the function of the Table of Contents, Index, location of charts, graphs, and maps. The student should also be directed to read the introduction, subtitles, and conclusions of chapters to assist prediction and other reading comprehension skills.
2. Introduce student to the SQ3R method. This includes
   a. S skimming—student skims reading passage
   b. Q questioning—the student formulates questions anticipating the content of the reading
   c. R reading—student reads to look for answer to anticipated content
   d. R reciting—teacher asks questions of the class or student then the student reads the answers as they are located
   e. R reviewing—students review with the teacher to find answers to the original questions.

G. Plan Evaluation of Achievement

Supporting Information:

In order to evaluate the LEP student effectively, certain adjustments in the traditional grading policies are recommended.

1. Evaluate the*specific* skill taught.
2. Allow for nonverbal demonstration for evaluation purposes. Don't test *language* in content areas, i.e., in geography or science have student point to the items, identify, or locate in place of reading and writing exams. In math area: minimize work comprehension problems to teach general operational skills (fractions, decimals, percents, addition, subtraction, multiplication, division).
3. Utilize peer tutor and/or group projects from time to time for projects which will allow alternative evaluation procedures.
4. Eliminate sections of tests which may be difficult, i.e., essay questions where lack of comprehension of one word can change the entire meaning.
5. Prepare test that reflects the new vocabulary taught (i.e., fill in). Synthesizing or transferring concepts to new situations may be difficult. In the beginning of evaluations, rely upon examples given during the introduction of concept and objectives.
6. Instead of giving traditional A–F grades, allow for Pass-No Pass option.

Alternatives to the Textbook for Limited English Speakers

Problems with textbooks

In an increasing number of classrooms today there are many Indochinese students who have been in the American school system long enough to become somewhat proficient in oral English. Nevertheless, their ability to handle written material is still marginal. Ideally, multicultural schools should have available materials in each content area in the language of every student in the school. Obviously, this ideal is not achievable at this time. Even so, teachers should be aware of the burden placed on the limited English speaker in handling textbooks. Students' ability to handle the language skills of listening and speaking usually are greater than their ability to handle reading and writing.

Though teachers depend on their textbooks and often feel incapable of teaching without one, it is clear that overdependence on the textbook (or even supplementary printed material) is an additional burden to the limited English speaker. The teacher should realize that there are other teaching strategies, which include instructional materials, that can be employed. The teacher might ask the following questions about alternatives to the textbook for limited English speakers:

Discovering alternatives

1. What alternatives to written materials could be used? Pictures? What type? A story or analogy? Discussion? Role play?
2. What alternative material, if any, would you develop? Tape recordings? Visuals? Labels and captions to pictures?
3. How could the details of the concept be sequenced for the most effective presentation to the learner outside of the text?
4. What visuals could be extracted from the textbook to relate and further develop the concept taught?
5. What vocabulary can also be taught that is related to the concept without the task of learning from a textbook?
6. How can the language used in an explanation be simplified using new vocabulary to a minimum, limiting sentence length, and asking the student check-up questions to see if he or she understands?

Coordination with ESL and Content Area Teachers

1. The content area teacher should give objectives or anticipated assignments to be covered to the ESL teacher prior to the teaching of the lesson (a few days if possible). The essential vocabulary would be a part of this. ***Sharing the lesson plan***

2. Periodic, formal or informal communication about the LEP student's performance must occur regularly with the content area teacher and the ESL teacher in order to deal with the problems that may arise and give assistance. ***Assessing performance***

3. The ESL teacher should suggest ways to assist the LEP student in content classes. Among these are ways to limit language usage and increase the usage of visuals. Also, minimize the use of lecture and large group instruction with limited English proficiency students. Use small group instruction, peer projects, and tutors more frequently to assist instruction and provide additional, helpful classroom activities. ***Using ESL methods***

4. Evaluation should *not* be based on language proficiency alone. Identifying, locating, and performing operations or experiments are additional ways of demonstrating comprehension of the concept. ***Evaluating comprehension***

5. Evaluation should be a joint venture. The content area and ESL teachers should consider themselves part of a team working toward the same goal—that of facilitating instruction of the limited English proficiency student and increasing comprehension and participation of the LEP student. ***Joint evaluation***

6. Having an ESL specialist on the staff may be the ideal situation. If this is not possible, a teacher with some training in linguistics, anthropology, language development, second language methodology, or language testing can help to better serve the LEP students.

Planning Content Area Lessons

Culture plays an important part in instruction. The earlier section described categories of cultural features and specific traits that should be understood by teachers. The present section deals with aspects of content area lessons in which sound cultural information is a key to successful teaching of the lesson.

Reducing cultural interference

Preparing a lesson that has a minimum of cultural interference requires understanding, perception, and flexibility. Students respond to any lesson on the basis of past learning or past experiences; they have no alternative to using what they know as a basis for what they are to learn. Since in a multicultural classroom, a number of backgrounds must be considered, teachers must have a way of predicting what cultural variable must be considered.

There are three ways a teacher can plan for reducing cultural interference in planning lessons.

Gathering information about the culture

1. The teacher should get as much information as possible about the culture of each student in the class. When the first Vietnamese child joins the class, the teacher should begin gathering information about Vietnamese culture. The National Indochinese Clearinghouse has published excellent materials about each of the Indochinese groups.

Working with a resource person

2. The teacher can work with an Indochinese resource person (teacher, teacher aide, parent, community member, etc.), asking how specific academic content can best be presented to the Indochinese student. At first, this process appears to take an inordinate amount of time. As the teacher learns more about each culture, however, the process goes faster and visits with the cultural resource person need to take place less frequently. This process of testing lesson plans against cultural information needs to take place until the teacher gets a good feel for the culture. Conferences with cultural resource persons should take place before the lesson is taught. When a lesson fails and cultural

interference appears to be the reason, contact the resource person to discover the conflict. Then re-organize the lesson according to the suggestions from the resource person.

3. The teacher should carefully watch student reaction during the lesson for possible signs of misunderstanding, frustration, or lack of communication. A good lesson will be open-ended enough that adjust-ments can be made before an Indochinese student withdraws from the learning act or fails. The more the student is encouraged to participate in the lesson, the more the teacher can evaluate reactions. The wise teacher will make a practice of recording in some fashion cultural information which can be referred to later. Such information can be recorded in a special log of cultural information.

Watching for signs of not understanding

Process for using Asian resource persons in preparing lessons

1. Teacher selects lesson to be taught.
2. Teacher identifies, from his or her existing information, problems (language, culture, learning) student may have.
3. Teacher identifies teaching strategy most likely to produce a good lesson.
4. Asian resource person identifies words/concepts that might pose a problem for the Asian student.
5. The teacher and the resource person together discuss how the problem can be resolved. Lesson is adapted for learning needs of Asian students. Adaptation should also include the best explanation for why the concept should be learned.
6. In presenting the lesson, the teacher should watch the Asian student to see if an appropriate adaptation was made. Signs of frustration and puzzled looks are signals the lesson has not been effective.
7. If the first cross-cultural approach doesn't work, another adaptation should be tried.

It should be understood that the most caring and best informed teacher will make mistakes that relate to cultural variables. There is no way a

teacher can learn enough about three or four different cultures to prevent all mistakes.

The teacher who approaches the Asian student with an open mind, seeking information that leads to good decisions, a desire to adapt instructions to meet the needs of the student, and a willingness to admit a mistake and do better next time is a teacher who will be forgiven and helped. This teacher is virtually incapable of making the devastating kinds of mistakes made by less flexible teachers.

The philosophy of this entire publication is that it is better to make lessons fit for students than to make the student fit for the lessons.

APPENDIX

Definition and Description of English Proficiency Levels

Definition of Categories A, B1, and B2 Students

CATEGORY A

Speaks the language other than English exclusively and has little or no English proficiency; requires intensive training in English and intensive support in regular curriculum.

CATEGORY B1

Speaks mostly the native language and has limited proficiency in English; requires intensive training in English; is able to participate successfully within the regular curriculum only in those courses having minimal verbalization and little or no reading or writing.

CATEGORY B2

Speaks mostly the language other than English and has a fairly good level of English proficiency; requires less intensive training in English; is able to participate successfully within the regular curriculum when provided support in the content areas requiring reading and writing.

Description of Category A Students

Listening Comprehension	Usually requires repetition using simple, short, familiar utterances.
Speaking	
Grammar and Word Order	Are limited to patterned expressions with almost no productive control of syntax; often convey incorrect information; may show experimentation with basic patterns and certain generalizations.
Vocabulary	Is adequate only for survival, basic courtesy needs, simple conversation, and classroom routines.
Pronunciation	May exhibit a noticeable accent (vowels, consonants, stress and intonation) and words or sentences must often be repeated; must be further developed for non-transferable sounds. Pronunciation should not be a factor in determining English proficiency levels keeping in mind that pronunciation often depends upon the age the English language training begins.
Fluency	Show unevenness of delivery and inappropriateness in length of utterance (except for memorized expressions).

Reading	Requires direct assistance on a one-to-one basis; competence from native language is sometimes transferable.
Writing	Requires a simple cloze procedure or some other standard guided composition with supplied punctuation; will show little experimentation at this time; may improve to the point of generating complete, simple sentences.

Description of Category B1 Students

Listening Comprehension	Is adequate for undetailed conversation between native English speakers, requires adjustment in rate and vocabulary; in general, illustrates an understanding of non-technical speech but sometimes causes misinterpretations or a need for rewording of utterance.
Speaking	
Grammar and Word Order	Shows a fair control of basic patterns; shows avoidance of constructions which require more language control; begins overgeneralization process.
Vocabulary	Is adequate for social conversations but requires development of content area vocabulary for successful participation in the regular school program.
Pronunciation	Is understandable, but may have noticeable accent.
Fluency	Shows evenness and length slightly limited by language difficulties, is hindered by restatement, repetition and hesitation which may detract from messages.
Reading	Improves in comprehension, allowing for some independence in preparation of classroom assignments in English; performance is inadequate, in most cases, in content area.
Writing	Requires more complex sentence structures; is burdened by introduction of many irregular word forms.

Description of Category B2 Students

Listening Comprehension	Is sufficient for speeches made by peers, undistorted radio broadcasts, telephone conversations, televisions, and most conversations between native English speakers.
Speaking	
Grammar and Word Order	Shows a good control of most basic syntactic patterns, usually conveys meaning accurately in reasonably complex sentences; includes errors which do not interfere with communication or annoy listeners; may include some idiomatic constructions.
Vocabulary	Is adequate for participation in general conversations and classroom discussions; may still require further development in content area.
Pronunciation	May be more understandable, but may have noticeable accent.
Fluency	Shows delivery and sentence length more native like; may be hindered by false patterns appearing during times of stress or difficulty.
Reading	Is not necessarily done at grade level; improvement may not appear significant due to complexity of content area material.
Writing	Requires complex sentence patterns; shows no avoidance of difficult grammatical structures; shows experimentation with idioms and other peculiarities of the English language.

FACTORS WHICH PRODUCE A GOOD INTERVIEW

1. Surroundings - a relatively quiet place to talk.
   a. At the teacher's desk or conference table when other students are working individually.
   b. Small group of 3 or 4 students and a teacher around a small table.
   c. A short conversation in the hall or on the campus.
   d. In a special private office or study center.
   e. In classroom during teacher's conference period.
   f. At some informal part of social occasion.
   g. In the classroom at the teacher's desk when a student has finished an assignment or task and there is no time to begin a new one.

2. Recording the information - depending on use to be made of information
   a. If purpose of interview is to establish rapport, no record should be made at the time. Later teacher may make notes to add to student folders.
   b. If purpose is to find out what student is interested in or what he would like to do, teacher may make notes during conference.
   c. If purpose is to gain information about student's background and strengths, no record should be made at the time, but full and accurate notes made later.
   d. If purpose is to record a sample of student's language, thinking strategies, information, or competence, a retrievable record (tape recording or video tape) should be made with a brief written record for the student's files.

3. Stimuli and questions which produce good information:
   a. Out of school activities
      * What do you and your bunch like to do best away from school?
      * If you had a day in which you could do anything you wanted, what would it be?
      * What music do you like best? Which performers? Why?
      * What regular chores or responsibilities do you have?
      * What are your favorite foods? Colors?
      * What kind of clothes do you feel most comfortable in? Most uncomfortable?
      * What are you doing when you feel you are being most helpful to those around you? What things are most acceptable to people around you? What things are most unacceptable?
      * What kind of pets do you have? What things do you do together?
      * Tell me about the people at your house. Probe for responsibilities of each and relationships.

   b. Questions about student's background
      * Where have you lived? What kinds of things did you do in each place?
      * What kind of work does your family do?
      * What is your favorite holiday? What do you do on that day?
      * What things scare you? Make you mad? Make you happy? Make you feel secure? Make you feel insecure?
      * What do you plan to do after you are out of school? What kind of preparations will this take?
      * Who was the best friend you ever had? What made him/her so special?

c. Questions about school
   * What kind of school work do you do best?
   * What kind gives you the most trouble?
   * If you could change one thing about school, what would it be?
   * What do you think about this school? What do you suppose the school thinks about you?
   * Do you think this school is meeting your needs? What could it do to meet your needs better?

d. Performance of some educational achievement.

   The purpose of this is to make a record of achievement rather than expose ignorance and inadequacy. The performance, which probably should be recorded, can be made to the teacher alone, a small group of peers, or the whole class depending on the nature of the performance, the self-consciousness of the student, and the importance of the achievement.
   * Show some tangible object and tell how it was made.
   * Read this part or this whole composition to the class.
   * Convince the group that something should be done, particularly that this employer should hire your or promote you.
   * Explain the technology of a given vocational skill or piece of equipment emphasizing understanding of the process and required vocabulary.
   * Explain how you can use some information from one of the academic subjects in vocational training.
   * Explain or demonstrate some bit (story, craft, tool, song, etc.) and its importance to the group which produced it.
   * Demonstration of any individual or group project or problem-solving event.

4. Notes for the interviewer:
   a. Be as supportive as you can to the student being interviewed. Give positive, interested reactions (vocal, sub-vocal, kinesic) as often as possible.
   b. Concentrate on getting the student to talk be eliciting information he probably has. Initially untrained interviewers want to talk too much; practice and listen critically to recorded interviews to change that.
   c. Never correct or ridicule the student during an interview. Save that for later. Live in the student's world during the interview trying to share his experiences rather than judge them. Play his role if you can. Though interviews may provide the basis for good counseling, it is not the time to counsel.
   d. Set an atmosphere of being genuinely interested in what the student can tell you both during the interview and in class all year long. Promote the idea that good teachers want to know what is important to their students and will provide time to hear each student out.
   e. Prevent outside interruptions from disturbing the interview. This should be the time the student is assured of the teacher's undivided attention.

f. Take as many cues as possible from the student:
   * If he is uncomfortable looking you in the eye, look away - don't force it.
   * If he feels something is funny, laugh; if it is serious, react that way.
   * If a question seems to be too personal for comfort, leave it go on to a less personal one.
   * If the student is a bit nervous, let him fidget a bit. If he is too nervous to be productive, terminate interview and try again later.
   * Let him use whatever standard or variety of language he feels appropriate for the occasion without correction. You can teach him alternative forms at a later time.

g. Go along with the student's unique rhetorical patterns (way of putting language and ideas together). If the rhetoric is different from anything you have ever heard, make a recording of it for later study. Experts in rhetoric, particularly rhetoric of minority group students, can be helpful.

h. Ask questions which produce more than one-word answers. How? Why? and What? questions which usually produce longer answers that Who? How Many? When? Where?

i. Usually all the strategies of good interpersonal relationships at your disposal. If you need some more, seek them out. There must be the probability of good two-way communication between teachers and students.

5. How can interview results be used?
   a. To establish much-needed rapport with students.
   b. To learn what motivational strategies are most useful with a particular student.
   c. To gain information about abilities and interests on which to base future instructional strategies.
   d. To be able to demonstrate to the student your pride in his achievements.
   e. To explore alternative strategies and devices to be used in class.
   f. To present yourself as a very human teacher interested in what students know, feel, and value.

   The over-riding purpose for interviewing students is to know them well enough to make sound educational decisions about them.

SOCIAL HUMANITIES FRAMEWORK

Culture—all those devices humans have found for managing their environment. Culture is the system humans use in coping with everyday problems, learning, interacting with other humans and expressing values, attitudes, and beliefs.

The expressive dimension of culture involves all the ways humans of one cultural group have of sharing experiences both with others in the same group and with people outside the group. Examples of the expressive dimension of culture are the following:

- Literature
- Folklore
- Music
- Art
- Dance
- Drama
- Film, pictoral records, advertising
- Language
- Memory culture—artifacts
- Architecture
- Technology
- Games
- Social institutions and regulations

All of the above are interdisciplinary by nature.

Considering the fact that most humans are more interested in learning about themselves than most things in life, the suggestion here is that students can learn a lot of science, mathematics, social studies, English, and acquire information about vocations by examing aspects of their own culture, the culture of their neighborhood or community, the culture of their generation. From this base, students can reach out toward an understanding of the cultures of other groups and other ages. The first principle of becoming multi-cultural in attitude is to acquire an awareness that every individual shares cultural patterns with other individuals. The best way to understand an individual from another culture is to understand those patterns of behavior which make him function as he does.

The process involved in the Social Humanities framework is:

- Determine what is to be collected, what folklore is to be studied.
- Decide on a means of recording the data: interview, photography, audio-tapes, etc. The method of collection should provide an accurate record of the folklore.
- Having gathered data, classify it by patterns. Decide what the patterns mean, the patterns being more important than the components.
- Compare the patterns from one cultural group with those gathered from another group. Or compare two expressive dimensions from the same cultural group to establish significant relationships.
- In group discussion or individual study, determine what the patterns mean in terms of culture.
- Find a way of preserving a record of the data, a way of sharing findings with other people.

Bicentennial Activity: A group of teachers from the Texas Council of Teachers of English are anxious to publish, concurrently with the 1976 Bicentennial, a record of Texas folklore gathered by school students in the State of Texas. Literary magazines, occasional publications, dramatic presentations, programs of all sorts, displays, etc. in a number of schools will deal with the Social Humanities concept.

Directors of the project invite CVAE academic teachers around the state to participate in this project. For additional information, an address to submit a proposal to, or a source of help, write to:

Mrs. Mary Galvan
Department of Secondary and Higher Education
East Texas State University
Commerce, Texas 75428

Some areas of investigation CVAE academic teachers may want to investigate with their students are:

- Medicine, cures, attitudes about what produces good health
- Stories, particularly from older members of the community
- Songs
- Recipes
- Sewing, embroidery, quilting
- Crafts
- Mechanics and technology: trapping, meat curing, horse shoeing, leather, lumber, dairy, etc.
- Records and business accounts
- Diaries and scrapbooks
- Jokes
- Historical accounts
- Family and community lore
- Language—interesting words or expressions
- History of names: personal, pet names, streets, towns, etc.

A bonus for the program lies in the fact that CVAE teachers who are committed to learning as much as possible about the students they teach will have a soundest means possible for doing so. As students tell teachers about their culture, teachers gain the information necessary for understanding what behaviors, attitudes, skills, and beliefs can be built upon for educational success.

CULTURAL TOPICS FOR DISCUSSION

1. Introductions and Identification
   a) Greetings, leave-takings, introductions
   b) Identification of self and others
   c) Address and age

2. The immediate classroom
   a) Names and location of parts of the room
   b) Names of instructional materials
   c) Identification of activities (reading, writing, etc.)
   d) The program (hours for various subject areas, activities in and out of class)
   e) Common classroom expressions

3. The school
   a) Location of rooms and special places in the building
   b) People in the building (names, functions, special services)
   c) Rules and regulations (fire drills, time of arrival, use of stairs)
   d) School activities such as club programs, general organization, assembly programs, newspapers, magazine

4. The family
   a) Members
   b) Relationships and ages
   c) The home
      1) Rooms and their uses
      2) Furnishings
      3) Cleanliness (how, who)
      4) Safety
   d) Occupations of various members
   e) Meals (table setting, formulas)
   f) Daily health routines
   g) Clothing (including seasonal changes necessary)
   h) Recreational activities

5. The immediate community of the school and home
   a) Homes
   b) Non-residential buildings (offices, movies, library, etc.)
   c) Transportation facilities (directions, tickets)
   d) Communication facilities (telephone, mail, newspaper, firehouse) movies, theaters, outdoor cafes)
   h) Educational opportunities (for parents as well)
   i) Places of worship
   j) Formulas used in telephoning
   k) Current events

6. The wider community
   a) Health services
   b) Transportation and communication
   c) Government - city, state, national
   d) Nearby centers - rural and urban
   e) Current events
   f) Places of recreation

7. Our cultural heritage
   a) Holidays
   b) Heroes and history
   c) Historical documents and speeches
   d) Songs, rhymes, proverbs
   e) Music, literature, and art forms
   f) Scientific developments

8. Personal guidance (This topic is treated in greater detail because of its importance to secondary school students.)
   a) Social:
      1) Recreational facilities (addresses, special features, fees or qualifications for admission)
      2) Social relations - living together, working together, and playing together with others in the school community
      3) Customs:
         a) Greetings and leave-takings (with peers, elders, children)
         b) Foods - time for meals, types of restaurants, special types
         c) Holidays - dates, gifts, visiting, greeting cards
         d) Dress - seasonal, formal, informal, special occasion
         e) Communication - letters, telegrams, telephones
         f) Transportation - reservations, importance of arrival time
         g) Business forms and legal practices
         h) Courtship and marriage
         i) Behavior patterns in various situations - social, educational, vocational
         j) Consumer education - installment buying, credit borrowing
         k) Social amenities in different situations

   b) Educational:
      1) Opportunities for advanced study (college and university orientation)
      2) Requirements for admission to institutions of higher learning (physical, educational, other)
      3) Scholarships
      4) Training for specialized careers
      5) Adult education
      6) Library, museum, and other facilities

c) Vocational:
   1) Opportunities for employment after graduation (part-time employment)
   2) Requirements for various types of employment
   3) Means of finding employment (agencies, newspapers, governmental agencies, letters, friends, etc.)
   4) Filling out forms such as applications for employment, social security, pension
   5) Getting a job (dress and conduct at interview)
   6) Holding a job (punctuality, performance, human relationships)
   7) Labor laws, taxes, pension, rights and responsibilities
   8) Specialized vocabulary

d) Leisure-time activities:
   1) Community facilities
   2) Hobbies - kinds (indoor, outdoor)
   3) Arts, crafts, dancing, sports - where to learn, cost, etc.
   4) Private recreational facilities and clubs
   5) Popular sports in the community or city (participant or spectator)
   6) Club programs in schools

e) Moral and spiritual values:
   1) Principles of human dignity
   2) Individual rights and responsibilities
   3) Places of worship - addresses, denominations, special language services (if these exist)

9. Miscellaneous
   a) Expressions of time
   b) Days of the week
   c) Months of the year
   d) Weather and safety
   e) Seasons
   f) Weights, sizes, measurements, money
   g) Formulas of courtesy, agreement, disagreement, regret, surprise, excitement, pleasure, etc.

Reference: ***The Foreign Language Learner.*** Mary Finocchiaro and Michael Bonomo. Regents, 1973.

CULTURE AND THE STUDENT

Recently the author of this essay was walking through a large, metropolitan airport to catch an airplane. At some distance she saw a woman some 40 to 45 years old, about 5'3" tall, weighing about 115 pounds, wearing a black dress which was simply cut and coming just below the knees. The only trim on the dress was a simple white collar. Around the woman's neck was a long gold chain holding a gold cross which was about 3" long. The color of the woman's hair the author could not determine because it was hidden by a black veil held in place by a strip of starched white linen.

Though the author is a seasoned traveler and knows the danger of speaking to strangers in airports, she nodded as the black-clad woman came nearer and said, "Good evening, Sister."

If you have had comparable experiences to those of the author, you know who she thought she saw. Who was it? What evidence do you have which will confirm your answer? Very likely most of you agreed with the author's assumption that the black dress and veil was the habit of a nun. We can possibly agree on some other matters relative to the situation, such as the author calling her by the name "Sister" and the author speaking to this absolute stranger in the first place.

Though the approaching woman was not a sibling of the author the term "Sister" was used, reflecting the assumption that she was indeed a member of a religious order and was entitled to the term of respect and identity even from a stranger. Though unaccustomed to speaking to strangers in a large city, the author felt both safe speaking to this one and even rather obligated to do so, again out of respect. Such a salutation was not a social requirement, it seemed to the author to be an appropriate and even friendly thing to do.

Let's analyze for a bit the implications of the incident. In recent years the wearing of a nun's habit has been the option of the nun. Many members of such religious orders perform some or all of their professional functions in the clothing of non-clerical personnel. We can assume, then, that this particular woman was will to be recognized as a nun. Her nod and smile with which she acknowledged the author's greeting confirmed to some degree the appropriateness of the greeting. The lady was performing her role in the world and the author responded to that role. The brief encounter was successful interpersonal communication because both parties knew what to do. The dress of the lady was sufficient for the author to recognize the role being played and also to condition her own behavior to make appropriate response.

As the author walked on toward her plane, a thought occurred to her. "What if I had read in this morning's newspaper that a dangerous criminal was loose in the city and citizens should be on their guard. What if the newspaper account had said that the criminal was a woman between 40 and 45 years old, 5'3" tall, weighing 115 pounds and headed for the airport wearing the diguise of a nun." Would the author have made the same quick assumption about the identity of the woman? Would she have been so quick and friendly in her salutation? It is doubtful.

Very likely any woman answering to that description would have been a nun, but such a newspaper account would have raised enough questions that the author would have exercised her prerogative in electing *not* to speak. She also might have speeded up her step to take her as far from the woman as possible. Again, the author's behavior would have been conditioned—this time by additional information, which would have disrupted her first inclination to speak pleasantly and sent her into a kind of nervous flight from potential danger.

A principle goal of this in-service program is to assist teachers in making accurate judgments about students and responding to these judgments in the most humane and productive manner. In order to do this, teachers, must know a great deal about themselves as members of a specific cultural group and much about students, some being members of the same group and others who are not.

Culture has been defined as all those ways a given group of people have found to manage their environment. A child growing up in a given group learns the ways of that group by trying out certain behaviors and adjusting them so that they get right responses from other members of the group. The child watches the behavior of others and patterns his own after what he sees. *Culture* is composed of all those little things people do every day, and are taken for granted by members of the group, which make contacts with others meaningful, smooth, and successful. When an individual behaves in a way not understood by other members of the group, an interruption is created and both the individual and the group may be at a disadvantage until the interruption is over. Let's look at an example of such an interruption. The author grew up in a community and family where considerable importance was placed on friendly greetings, particularly a good, firm handshake. When one extended the hand of friendship to someone, it was meant to be taken quite seriously. During a two-year stay in Germany, the author was astounded to discover that the German handshake was so vigorous, it resulted in a real concern for the hand and arm being shake German handshake was so vigorous, it resulted in a real concern for the hand and arm being shaken. If she were to be a part of the group in Germany, the author would have to modify her own handshake to conform to the new rules. Later, during another tour of duty in South America, she discovered that the handshake among even casual acquaintances was supposed to be a rather limp touching of hands which was followed by an *abrazo*, the hugging of the other person accompanied by much patting of backs. The author was accustomed to hugging as a show of considerable affection within the family circle, but had never extended such behavior outside the very close group. It took some adjustment both physically and psychologically to be able to respond to the new type of greeting.

As schools have become more multi-cultural in the last few years of urbanization, teachers are observing students working out new forms of behavior to demonstrate their oneness with the group. More Anglo students are adopting the *abrazo*, the embrace, which they have observed their Chicano peers practice. It is not unusual to see on television and other mass media men hugging each other in congratulation or greeting, a behavior which would have been unthinkable for men a few years ago.

Members of the Black community have worked out rather intricate styles of handshakes involving the slapping of palms together, a practice which has interested teachers from other ethnic groups. The new handshake was learned rapidly by Blacks all across the country, seeming to say, "Look, we are in the same group; we know what to do." Again, one can observe on televised sports events Aglos, Chicanos, and Blacks all practicing the Black handshake, acting out the sense of oneness and cooperation.

We can make an assumption here on the basis of the foregoing information. Our culture tells us how to act; it teaches us what to do. Further, when two cultural groups come together and their patterns of behavior are different from each other, members of the meeting groups must find a compromise of behavior so that both parties may feel comfortable and successful.

There was a time when the dominant group, the cultural group in real power in the situation, would have felt secure in demanding that other groups must practice the behavior of the dominant group if they were to survive. The minority group might do its own thing within its own group, but the manners and behavior of the dominant group must control situations where the two groups met. This control of social interaction by the dominant group is weakening now, and members of all groups are finding the behavior of minority groups are both interesting and successful. There is a growing tendency to adapt dominant group behavior to that of the minority group.

We used information about greetings as an example of culture in the foregoing. *Culture* extends to all other aspects of living and human contact. The cultural group extends to the way you speak, what you wear and eat, the kind of dwelling you live in, your religious beliefs, your system of authority and order, your system of manners and decorum, what you value and disvalue, your aspirations and fears. Culture controls your entire world view. Furthermore, culture is so completely learned that the individual finds it difficult to describe exactly what it is. Humans take their culture for granted. Since the behavior we have learned seems so natural to us, it gets to be accepted as the *only right thing to do.* Any deviation from this "natural behavior" is an indication that something is wrong. Any human being can be expected to feel down deep that his culture is best and that anything different is either an absence of culture or a deviation from "right culture" which is harmful to the group. This attitude is called *ethnocentrism,* loosely translated to mean, "Correct behavior is what my family, my neighbors, and I practice. Anything different is wrong."

And here teachers run into real difficulty in the classroom. The most ethnocentric teacher is actually not able to tolerate behavior very different from his or her own. Students who insist on behavior which varies from the teacher's will get a poor response at best. More likely, the student will be requested to "straighten up", "be a good citizen", or "cooperate". At worst, the student may be rejected as someone who is anti-social, uncultured, non-verbal, or lacking in proper values. If the student is practicing the only behavior he knows—has ever learned—he has to be puzzled about why that which has always worked for him in his family and neighborhood no longer functions. When he gets no satisfactory explanation for a request to change his behavior overnight to something he does not understand he begins to doubt his own worth.

There is no doubt that public schools are in the business of training students in the kinds of skills and behaviors and attitudes which will help them later on to participate fully in society. To lack the skills of such participation is to be alienated from the group. The point is that training students to perform the behaviors of another group or social class requires on the part of the teacher great understanding of the concept of culture, the nature of the behavior to be learned. It also requires humane, kind, and sound explanations to the student of why such a change is necessary. Such explanations should head off the student's assumption that something is fundamentally wrong with him and focus attention on something new to be learned because there is some good reason to know it.

Students and teachers alike would do well to keep four things in mind when students are adding new behaviors and attitudes to those already learned. First, when an individual has learned all those behaviors which make up his culture, he has learned those things which are proved successful in his own group. However different the student's behavior may be from the teachers, it does function for the student. Second, once a behavior has been well learned (or internalized), it is in the system for good. The teacher need not hope to eradicate aspects of culture. The best he can hope for is to add new forms of behavior which are more appropriate to new situations the student is facing. Third, new behavior is difficult to learn. It must be built on to whatever is now practiced and must be repeated over and over in appropriate contexts until it is part of the learner. Just telli and must be repeated over and over in appropriate contexts until it is part of the learner. Just telling a student to do something different, even telling him repeatedly, will not accomplish the task. Fourth, the good, sound reason for mastering a new behavior must be very clear to the student. Humans resist strongly learning something for which they see no reason.

At this point, we might reflect on why the Coordinated Vocational Academic Education program has to this point been so successful all over Texas. The program is designed to teach students a vocational skill, something they can use to support themselves and get out of life what they want. When academic subjects such as English, mathematics, science, and social studies are geared to support vocational training, which is already of prime importance to the student, then all of education becomes important. This means that teachers need to make every possible effort to make every lesson, every request to the student to learn or modify his behavior, as meaningful as possible.

Anthropologists, psychologists, and others who study human behavior as a profession tell us that all humans, if they have survived more than six years of living, have developed a culture or, more correctly, have learned the patterns of behavior by which they can manage their environment. The organism which cannot manage its environment simply cannot live. What this means is that the teacher can count on every student at the secondary level having a culture.

Every student has, then, the cultural equipment to live in his own group. More important, he has the ability to learn a culture which means that he can learn additional behaviors and attitudes which can serve him well. Let's get down to specifics. Every secondary student a teacher is likely to encounter, unless he is significantly lacking in physical, psychological, or emotional structure, has developed all the following:

1. A system of communication, a language. In Texas the language may be English, some variety or dialect of English, Spanish, some variety or dialect of Spanish, French, German, Czechoslovakian, Chinese, Arabic, or any other of the dozens of languages spoken by Texas citizens. The student knows how to hear and speak the language of the group he grew up in. The human organism seems to have a biological proclivity for mastering the oral code of the language of his group before he is five years old. He may or may not be able to read and write in his native language, depending on whether he was taught these skills. He may talk a great deal or very little, but he *does* have a language system with which to communicate with *others speaking the same language*. If he is old enough to be in secondary school the teacher can count on the fact that the student will not be successful in learning the language of the classroom (standard English in most cases) merely by sitting in the classroom and listening to others speak. Past the age of six, humans need special instruction in learning a second language.
2. A system of authority and respect. Children learn very early who is to be recognized as being in control and how others in the group follow and show respect to this authority. Lines of authority differ in various cultures. In some groups, the father is the real authority in the family while in other groups the mother is in control. In some groups the authority of the church carries more weight than in others. The view of the amount of authority an organized government should manifest over the individual differs. In some cultures a teacher's authority is never to be questioned while in others it seems always to be challenged. As an example, a teacher for the Bureau of Indian Affairs was greatly offended when one of her small Indian students called her "Grandmother". What the teacher did not understand was that this was the child's way of showing profound respect. In Mexico to refer to another's elders as *los viejos* (the old ones) is to incur great antagonism if not outright belligerence. On the other hand in Venezuela where the same language is spoken, to call another's parents anything *but los viejos* is to be insulting. For teachers in multicultural classrooms, it is well to investigate where lines of authority are and how respect to authority is shown before demonstrating excess resentment of the student's treatment of the teacher.

3. A set of values and life-style. Any group of people pretty well control what the interests and values of its members are. The classic examples of this is of great importance to CVAE students and teachers. Even during the first quarter of this century and college education was considered to be the most prestigious credential an individual could have. College degrees were held by very few, advanced degrees held by an extremely small percentage of the population. A college degree, because of its rarity was good insurance for getting the best jobs in the market. During the 1940's until the present, America's economy has made the gaining of a college degree a reality for a large percentage of the population. Schools have indicated through their curriculum and aspirations for their charges that the *only* good life is to be achieved as a result of university education. Parents in all income brackets plan to budget tens of thousands of dollars for the education of each child; alternatives are not seriously considered. If we face facts squarely, we will have to admit that for most teachers, the only high school program which is worth anything is the program for the college-bound. Any other program is unworthy of the efforts of the school. Sheer economics is now causing us to face some grim realities. Good estimates are that by the year 1980, only 5 years from this writing, less than 25% of all the work to be done will require a baccalaureate degree. The media has pointed out repeatedly that by the year 1980, only 5 years from this writing, The media has pointed out repeatedly that in 1975 the people having the hardest times getting jobs are college graduates. This is the consequence of a society forming a consensus that one type of life style, that of a college graduate, is to be valued while all alternative life

styles are to be disvalued at a time in history when just the opposite is true from an economic standpoint. Teachers in CVAE programs, themselves college graduates and believing firmly in their own education as a viable way to live, will need to consider carefully the fact that their students may have very different aspirations which may be more viable in today's America than the teachers' are.

4. A system of technology with which to function. Any cultural group develops any and all the technology needed to perform tasks known to and important to the group. Citizens of the United States live in a technological society which they must understand if they are to survive. It cannot be assumed that the same technology is shared by all groups in the country. People who have not had money enough to afford machines cannot be expected to know much about them. Those same people have developed techniques by which they could survive without the machines. This author lived for some six months in a small village in the mountains of South America where, if she was lucky, she had electricity from 6 o'clock in the evening until 6 o'clock in the morning. She developed the technology of cooking, washing, ironing, and cleaning without the benefits of electrical gadgets. Why shouldn't she; every Venezuelan housewife in town did the same thing. An engineer from Dallas reported his frustration at trying to install an enormous radar system in Africa using laborers who not only did not know the name "screwdriver" but in fact had never seen one. The same engineer became fascinated with the technology created by the same people such as counting devices which were accurate. Each culture produces a technology; all cultures do not happen to produce the same technology.
5. A system of art forms and expressive dimensions of culture. The initial way teachers have used to get at or understand the culture of students different from their own has been to investigate the pictoral art, literature, dance, music, folklore, sewing, and crafts of the group. An analysis of these forms provides data for an insight into all other aspects of culture. Whereas it is difficult for an individual to verbalize on the system of culture he knows, it is possible to express this system in some artistic form from which the trained teacher can make valuable assumptions about what is going on in the culture. A word of caution is appropriate here. Every human regards all art forms through his own expressive forms. This explains why the student, when asked to read a poem or look at a painting reacts by saying, "There is nothing to it; it is bad; it doesn't mean anything." What he means is, "I don't understand that form of art well enough to know what it means." The same thing is true when a teacher is faced with listening to music which is popular with teenagers or reading a copy of *Mad* magazine. When the teacher reacts by saying, "That's not music" or "That literature is junk," the teacher is really saying, "I don't understand it well enough to appreciate it." Students and teachers have had the experience of telling a joke which falls absolutely flat on the other group. Why? Jokes, like other art forms, derive their meaning from the culture; to understand the joke (or the painting or song or poem), one has to understand the culture which produced it.

Earlier in this program you heard the statements that the purpose of the school was to help the student learn all the skills and concepts which would help him succeed in life. Teachers have long tried to achieve the old goal of taking a student where is to someplace he very much wants to go. This takes skill on the part of the teacher—lots of it. Later you will be given the chance to apply some of this information to some planning for your classroom. You will be asked to follow three principles:

1. Learn something of the concept of culture and its implication for education.
2. Find a way of gathering and analyzing information about students which will help you in making good judgments about him.
3. Develop a process by which you can relate what is to be learned at school to what the student already knows and feels.

Let's see what you have gained from this lesson so far.

ELEMENTARY SURVIVAL LISTS
Categorized according to rooms in school

Office
principal
secretary
mailbox
desk
telephone
dittos
lost and found

Hall
stairs
fountains
corner
bulletin board
fire alarm - extinguisher drill
bell
pass
custodian
wing

Clinic
clinic aide - medicine
band-aid
bed
cot
blanket
scale
tissue - kleenex

Gym (Multi-Purpose Room)
mats
balls
ropes
scooters
balance beam
hoops
pins
tennis shoes

Cafeteria
lunch box
tables
chair
tray
fork
spoon
knife
straw
milk
napkin
money
ticket
cafeteria aide - hostess
garbage can
clean up
hot lunch
salad lunch
eat
food

Music Room
piano
rhythm

rhythm instruments
record player
band
chorus

Speech Room
mirror
speech teacher

Girls/Boys Room
(Bathroom/Lavatory)
sink
toilet
paper towels
toilet paper
flush

Classroom

desk
chair
teacher
books
pencil - pen
paper (clip)
table
floor
door
bathroom
rug
record player
head phones (jack)
tape
center (various)
sharpener
closet
wastepaper basket
file cabinet
ceiling
dictionary
picture
magic marker
crayon
chalk
stapler
box
map
shelf
workbook
globe
scissors
rubber band
window (sill)
sink
children (students) boy-girl
T.V.
tape recorder (cassette)
loud speaker (P.A. system) announcements
bulletin board
safety pin kinds
blackboard
hooks
substitute
venetian blinds
clock
cloakroom
page
thumb tacks
notebook
calendar
homework

Buses

early
late
first run
second run
loading
patrol
driver
leave

Library

librarian
shelves
card
stamp
filmstrip
projector - screen - cord
cart - plug
movies
magazines
library aide

Playground

blacktop
trees
slide
climbing bars
parallel bars
swings
circle
obstacle course

Reading Room/Learning Center

reading teacher
cubicle
language master
L.D. teacher

JUNIOR & SENIOR HIGH SCHOOL SURVIVAL VOCABULARY

Classroom Environment

window (sill)
floor
corner
bookcase (shelf)
bulletin board
table
ceiling
wall
clock
door
chair
desk
closet (hanger)
file cabinet
wastepaper basket
lights (switch)
drawer
black board
venetian blinds
thumb tack

People

teacher
principal
secretary
assistant principal
substitute
cafeteria worker
nurse - clinic aide
bus driver

Teacher and Room

reading
librarian
music
art
shop
math
science
social studies
history
phys. ed.
orchestra
chorus
drama
band
geography
speech
L.D.

School Items

pencil
pen (ink)
eraser
magic marker
picture
book (pass)
notebook
chalk
crayon
folder
projector: cord, plug, cart, screen
calendar
stapler (staples)
ditto
box
homework
paper
dictionary
map
ruler
workbook
tape
glue
carbon paper
cassette player, tape, headphone, jack
globe
scissors
record player (record)
paper clip
rubber band
paper cutter

Colors

red
yellow
green
orange
purple
brown
pink
black
gray
tan
light/dark

Health, Safety & Regulations

fire drill
fire extinguisher
bus stop
late bus
snow day
early closing
late opening
drinking fountain
hall pass
lunch ticket
tray
locker (combination)
gym suits - tennis shoes
kleenex
band-aid
safety pin
shower
bed-cot
shower
stairs
bell
wing
pod
scale
medicine
toilet
flush
P.A.

Verbs

talk
write
sign
play
lost
found
color
cut
paste
copy
find
underline
circle
look
walk
sit
stand
speak

Numbers

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

fifty

seventy-five

hundred

Places

bathroom: girls-boys
clinic
office
library
cafeteria
hall
gym (P.E.)
playground
shop
field
laboratory (science lab)
lost-and-found